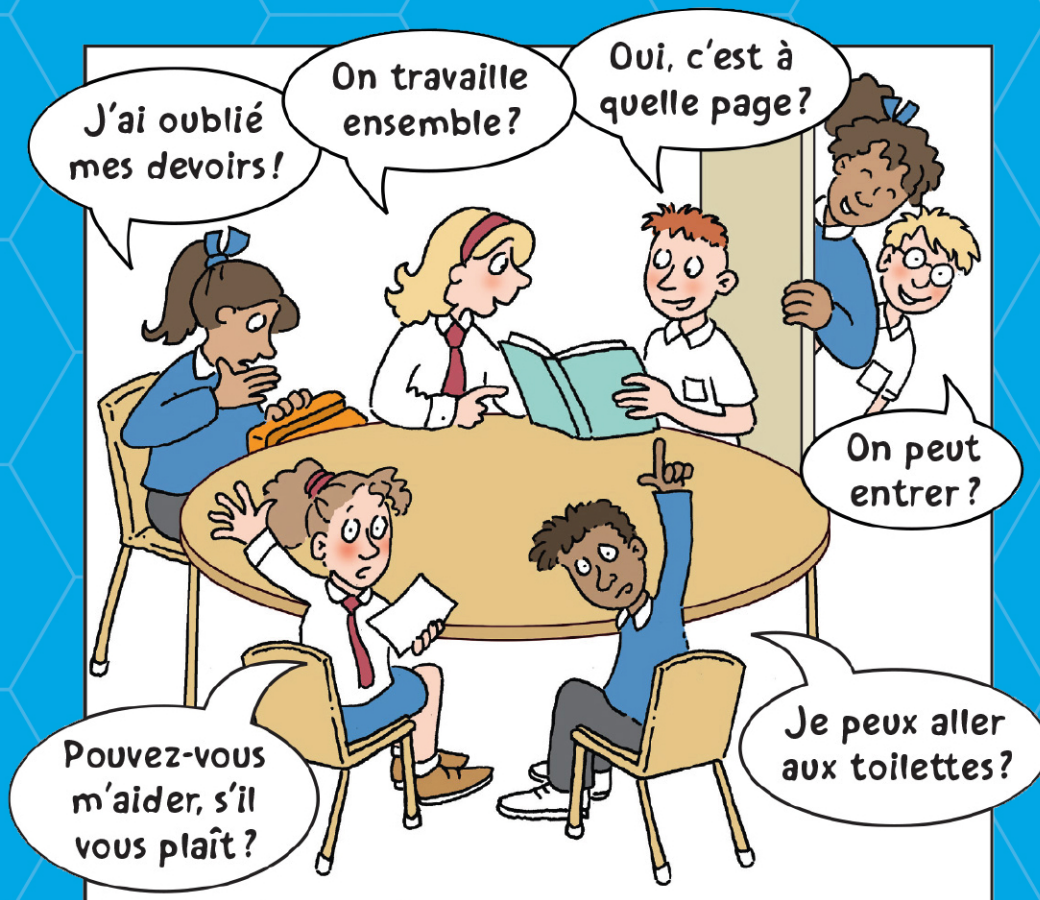




ici on parle français

Susan Thomas with Hilary McColl



French

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Written by: Susan Thomas with Hilary McColl

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Introduction

Do our pupils want to communicate? Of course they do. Just listen to them as they come into the classroom and settle down. If we let them, they would never stop talking! This urge to communicate is a resource that we can use to good effect in the classroom.

This set of resources aims to show how, in collaboration with our young learners, we can help them to go beyond 'textbook' French, to use their newly learned French to speak with their teachers and classmates; not simply to be able to name the things they use in the classroom, for example, but to say what they want and need to say about those things.

To be able to see themselves actually beginning to use a new language is highly motivating for learners and makes them eager to learn more. It doesn't happen all at once, of course, but a phrase a day, or even a phrase a week, soon builds up into a sizeable body of knowledge and skill.

If you have never done this before, how can you make a start? You could make a note of the sort of things your

pupils regularly want or need to say, and show them how they can begin to say these things in French. In these units you will find examples of commonly occurring language from which you can choose items for pupils to learn and use in the early stages. This will provide a firm foundation for them to build on as they progress, will encourage them to see themselves as effective users of the language, and to gain the confidence they will need as they begin to undertake the increasingly challenging oral tasks that lie ahead.

As with all skills, there are three main stages involved in language learning: understanding new language, practising the new language and using it for real. In this resource we will cover the introduction and practice stages and then go on to suggest ways of making active use of the language learned. We'll concentrate on situations that take place daily in your classroom, so that learners will find plenty of opportunities to practise the new language, and then to use it regularly, so that they become very familiar with its sounds and its rhythms, and can use it confidently.

Why this project is important for teachers and learners

As we Modern Languages teachers have lurches from initiative to initiative over the last few decades, one policy has remained constant: Whatever the 'approach' advocated, there is always an exhortation to teachers to make more use of the target language.

Definitions of what constitutes 'the target language', however, have been confused. Sometimes it has simply meant saying anything – anything at all – in French. And all too often this meant pupils having to be encouraged to parrot textbook dialogues that had no particular relevance for them. At other times, and increasingly in recent years, it has meant making use of the target language to produce spontaneous language relevant to the moment and to the situations in which learners and teachers find themselves in the course of their work together.



Nobody disputes the aim of this TL policy – to get learners talking spontaneously – yet, despite its ubiquity, it seldom seems to have been adopted as standard practice. The OFSTED Report of January 2011 includes this comment in its Summary:

“In many of the secondary schools visited, opportunities for students to listen to and communicate in the target language were often limited by many teachers’ unpreparedness to use it. Too often, students were not taught how to respond to everyday requests and thus routine work in the target language and opportunities to use it spontaneously were too few.”

Why this reluctance to actually use the language for genuinely communicative purposes? There are several reasons, of course, but amongst them are surely the following: (Perhaps you can identify with some of these points?)

- There has been confusion about just how much target language to aim for. Some advocated 100% – creating a sort of 'surround sound' with absolutely no English, unless, perhaps, you asked permission first. It CAN work, if conditions are ideal, and it's wonderful when it does, but not all teachers – and certainly not all learners – can cope. Failure destroys motivation in both teachers and learners, and all too often it seems safer not even to try, but to get on with all the other aspects of language learning that need to be covered.
- And so 'using the target language' has sometimes come to mean listening to the teacher and responding to instructions, answering questions put by the teacher, preparing role plays and dialogues (often set in the foreign country), but little in the way of self-expression or articulating immediate needs.
- And there's another hurdle, of course. With all the 'Guidance' they receive about what they must cover for assessment, many language teachers say they just haven't time to 'do the target language' as well – especially as specific skills in using it are never formally tested.
- Staffroom cynics would have it that the main problem is the learners; they say children complain they can't understand what the teacher is saying, that they lose heart, switch off, stop listening. And as for talking to each other in French... How embarrassing is that!

And yet...

Those teachers who have tried and succeeded in reaching a stage where pupils will willingly talk to each other and to their teacher in the foreign language will tell you that it's the best thing they have ever done; that empowering their learners to actually communicate their real needs and wants, their genuine preferences and aspirations, is the wellspring that refreshes and encourages them on their difficult journey towards linguistic competence. Indeed, they say, the ability to express themselves spontaneously in the language proves to them that they are already linguistically competent to cope, at least within their own environment, so the idea of learning to speak to native users of the language is not an impossible dream.

It is this conviction that spontaneous, self-generated target language use is not only a realistic goal for learners, but also one that inspires and empowers them to become competent users of the language that persuaded the authors of this eBook to postpone retirement and to create one last resource.

We believe that spending time developing TL usage gradually, right from the start, is virtually a prerequisite for successful language learning. It empowers learners to:

- take control of their own language learning and use it for their own immediate practical purposes;
- add daily to their bank of internal resources;
- develop attitudes and aptitudes that they will be able to draw upon when faced with otherwise difficult tasks.

In addition, when learning formal grammar, they will be able to find familiar examples from their own experience, and find at the same time, the confidence to expand and use what they are learning.

Above all, they will be learning that language is for communicating – with the teacher and with each other; that the language belongs not just to the teacher, but to themselves and to their future.

According to some student teachers we consulted: "Everyone says we should be using the target language, but nobody tells us how!" We hope that this work, imperfect though it is, will help you, if you haven't already done so, to start out on this exciting journey.

About these resources

What do we mean by 'classroom language'?

The expression 'classroom language' can mean different things to different people. In this volume it implies a focus on the use of French by and between pupils for utterances that they genuinely want or need to make. Of course, it includes 'teacher talk' too, but here it focuses on things that pupils genuinely need to hear and understand if they are to respond purposefully to French used in everyday situations.

The resources focus on helping teachers to develop the use of French for real purposes and, by so doing, to demonstrate to learners that the language they are learning is not just role play for use in some unimaginable future but can be used here and now, to say what they genuinely want and need to say. Experience has shown that pupils empowered in this way are likely to use French more spontaneously and creatively, and at an earlier stage, than those who are required to use the language simply to complete exercises set by the teacher. In this way learners are able to build the confidence necessary to use French not only to talk about themselves, their interests and their opinions, but to take the initiative, cooperate and solve problems within their current work situation: the classroom.

So this is not a textbook as such; it is designed for use alongside any textbook or scheme of work. It provides examples and resources designed to show how situations that rise naturally and frequently in the classroom can (and, indeed, should) be exploited for their communicative potential. The Units are not intended to be used sequentially, but in whatever order suits a particular class.

What is different about these materials?

Unlike traditional sets of resources, this collection is primarily linked to the informal curriculum and to classroom language.

The notes and resources focus on the **context** in which the Modern Languages curriculum is delivered and on the opportunities – which are often missed – for applying the language being learned. Most of the units are organised not around the usual 'topics', but around situations that commonly arise in classrooms, and which require those using the classroom to talk to each other in order to progress the learning and to solve problems that arise. All too often, at present, these essential exchanges are conducted in English.

The formal curriculum is not ignored, however. We have tried to show how 'set' language and grammar are encountered in everyday classroom situations and we have provided examples of some familiar 'set' topics and tried to show how they can be contextualised, personalised and made purposeful for learners. Throughout, we have tried to demonstrate how the principles of **purpose, participation and engagement** can be reflected in all aspects of language learning.

Who are the resources for?

The resources have been designed for:

- **Learners** of any age or stage who have not previously been required to make much practical everyday use of the language they are learning.
- **Teachers** who are new to language teaching, who are non-specialists, or who have not previously made much use of the target language for everyday communication in the classroom.

Engaging learners

Language initiated by learners

Do your pupils want to communicate? Of course they do. If you let them, they would never stop talking! Listen to them as they come into the room at the beginning of the lesson, or at the beginning of the day. What do they say to you? to each other? to no-one in particular? And what sort of things do they say as they leave...?

Before you start on your Target Language Project, spend a few days listening in and making notes. These are the things your pupils **want** to say, or feel they **need** to say, so use these ideas to kick start your Target Language project. (You can use this time, too, to make sure you are familiar with French expressions that are likely to be needed at some point. Begin some research or ask around.)

Here are some of the items that emerged from this listening exercise in schools that piloted these materials:
Hello, Miss!

Miss, can I go to the toilet? Can I go my music lesson?

Can I sit next to (name)? My pen's broken.

Can I have a tissue, Miss? Miss, (name)'s got my bag!

Can I open the window?

... etc.

You may have some of the same items; you will certainly have others.

Have a flick through the Units and the language items in this book and identify a few that seem to tie in with what you are teaching. Remember that you don't have to use them in the order they appear, but it is important to begin with some that engage learners actively in saying things they want to say. Ask them to sit still and listen to the teacher talking away in French, and you are likely to lose them before you have got very far.

Most of the Units in this resource therefore concern a situation or linked situations in which communication is, in the main, instigated by the learners, whether addressing the teacher and/or each other.

When you are ready to start your project there are several things you can do. Which you choose to do first will depend on your class and the age and stage they are at, and on the context in which you work.

It is important from the outset to make sure that everyone (teacher, assistant and learner) is clear about the difference between 'real communication' and 'practice language', and understands why we need to take the opportunities for learning that are available to us in the classroom. To simply tell a learner who wants to say something to 'say it in French', without explaining why, can be off-putting. Some learners may be reluctant to work with you on this project if they don't see the point. Learners need to be aware of the project's aims, right from the start.

Learners also need to know that, although using French for all classroom communication is the ultimate aim, that aim will not be achieved quickly. They need to know that working towards that goal will form part of every lesson and that the necessary knowledge and skills will be built up over time, just like any other skills. Make it clear that progress will be monitored and assessed, just like any other language learning skill.

You might want to describe the target language project as learning to 'speak for a purpose', and point out that it applies to you, the teacher, as much as to them. You could point out the difference in purpose between the following situations:

- **a.** The teacher holds up a clock face, positions the hands and asks, in the foreign language, 'What time is it?'. A learner replies, the hands are moved, the question is repeated...
- **b.** In the middle of a foreign language learning session, a learner asks the teacher, in the foreign language, 'What time is it?' because s/he wants to know how much time is left to complete a piece of work, or if it's time yet to go for his/her music lesson, for example.

Which is practice language? Which is real? You can probably think of more examples, or, better still, ask the learners to think of more. Let them know that this target language development will be a team effort and that suggestions will always be welcome.

Involve the learners right from the start. Don't fall into the trap of starting to use the target language extensively yourself, without planning how to engage and then develop your learners. If they are not 'with you' they will quickly lose heart and eventually you will too, and you'll just speak in English in order to get on with the lesson. This is why planning – particularly planning for progression – is so important. Identify a piece of language that will be useful every day, teach it, practise it, then use it, gradually building up a useful and sustainable repertoire.

Using real language for a real purpose

Genuine interaction

Controlled speaking tasks, like prepared dialogues and role plays, although in themselves valuable curricular activities, do not provide opportunities to demonstrate personal engagement, spontaneity and genuine interaction. To acquire genuinely communicative skills, learners must have opportunities to interact personally and spontaneously with an interlocutor. This means teaching them – and encouraging them to use – language and structures that allow them to express real needs, opinions and feelings.

How do we do this? Here are some ideas:

Emphasise the importance of 'pupil talk'

The situations included in the book cover communication initiated both by teachers and by learners. Where the teacher is very familiar with the language being taught, there is a danger that 'teacher talk' will be over-emphasised to the detriment of 'pupil talk'. This can be discouraging for learners. Motivation is enhanced if the emphasis, right from the start, is on the things that learners themselves want and need to say.

Teach language that is enabling

Learners should be able to **do** something with the language they are asked to learn. Lists of suggested vocabulary and structures are provided in the resource book. From these, teachers will make an appropriate selection and make them available to learners. Learners should then be invited to suggest further useful

variations. If situations arise that have not been anticipated and prepared for (and they will!), teach the necessary language, then start using it.

Encourage natural responses

Using French interactively implies both speaking and responding to speech. A learner's response will usually be verbal, but it can be physical. For example: response to an instruction may simply be to carry it out.

Promote the idea that language skills are transferable

There will inevitably be a temptation at first to teach chunks of language that learners recite parrot-wise in response to a single stimulus or situation (e.g. "Je peux aller aux toilettes ?"). To acquire genuine skills in speaking, learners must interact personally and spontaneously with an interlocutor. The language items they learn should be transferable to situations other than the ones for which they are initially taught. Encourage learners to think of other situations in which they could use similar expressions or adapt them to suit (e.g. asking permission to do other things that crop up regularly). The random element provided by games and game-like activities encourages this ability to develop naturally, with the game providing challenge and motivation and the randomness providing spontaneity. These 'adaptations' will also provide familiar examples to illustrate grammar points you will want to tackle later.

Link everyday language to the formal curriculum

The principle of using the language they are learning **for a purpose** can be used to enhance the formal curriculum. Even where the textbook deals with situations that are most likely to occur **outside** the classroom, learners can be encouraged to identify words and phrases that they could also make use of in classroom exchanges, and vice versa. See the next page for examples of how simple exercises can be made more real for learners.

Link everyday language to notions of grammar

Teachers sometimes suggest that the language needed for classroom interactions is too difficult for the stage learners have formally reached. In the early stages, it is likely that pupils will be learning a single utterance for use in a clearly defined context. The grammar does not have to be studied until a few examples of the structure have been learned and used. At that point, it is useful to draw attention to the patterns of language that are emerging, and to encourage learners to make up more examples of their own. This gives them an awareness of grammatical forms and early opportunities to be creative

with the language.

For the benefit of teachers who are non-specialists the materials contain some reminders of grammar points associated with each unit.

At later stages, when specific grammar points are 'due' to be taught as part of the formal curriculum, the teacher can make reference to already well-known examples. The ability to recognise familiar patterns can make otherwise difficult grammar points seem less daunting. It also demonstrates clearly the connection between **language practice and language use**.

Making the language 'real'

Exploiting real needs

The most obvious way to use French 'for real purposes' even in the early stages, is to use it instead of English for organising the class, and to gradually empower the learners to use French instead of English when talking to the teacher and to each other. For example:

- teacher and learners agree to greet each other in French on specified occasions, e.g. before a French lesson;
- French is used for routine activities like taking the register, etc.
- the teacher uses French when introducing language activities;
- during French lessons, as far as possible, learners and teacher use French for all necessary communication – giving instructions, asking for help, admonishing, praising, etc.;
- learners learn how to ask for linguistic help without 'coming out of role'. They use French to ask for help with French.

Conveying meaning in French

Try not to mix first and second language unless absolutely necessary. Try to avoid giving instructions in English for an activity to be carried out in French. Similarly, with praise or admonitions, try to stay in role. This is not as difficult as it sounds, because:

- routine activities and situations provide opportunities for regular repetition of associated vocabulary and structures;
- most situations arise in a context which will be readily understood by learners whatever the language used;
- facial expression, tone of voice, mime, gesture and demonstration can be used to make meaning clear;
- learners' understanding of language used in context will grow quickly; language frequently used by the teacher will eventually be picked up and used by learners.

But they won't understand...!

Many teachers are worried that if they try to use only French, some learners will fail to understand. It is, of course, important to ensure that learners have understood. If they haven't they cannot learn and will soon lose confidence. If necessary, use English. However, it will be very difficult for learners to become confident speakers of French if the teacher is continually swapping from one language to the other, or translating each utterance. If learners expect the translation to be made available they will learn to switch off and wait for it. Teachers should be reassured that meaning can be conveyed in many different ways and that the use of non-linguistic communication is an acceptable way of avoiding the need to resort to English.

The following techniques are commonly used by teachers of foreign languages:

Use simple, direct forms of the language, accompanied by one or more of the following:

- pointing
- demonstrating
- providing visual clues (pictures, flashcards, etc.)
- using gesture and mime
- giving an example of the response you expect
- offering clues (e.g. give the first letter of the word)
- using a response by one learner (or a colleague) to model the response for others to copy
- using a puppet for the same purpose
- using another learner who has understood to interpret meaning for the others, allowing the teacher to remain 'in role'
- as a last resort, if the word has to be given in English, spell it out using the French alphabet

Use context to convey meaning: i.e. learners understand the situation, so they understand the meaning of what you are saying, even if they do not at first understand the words. Once the meaning has been understood, you can draw their attention to the words you have used. You can also draw learners' attention to words they already know the meaning of, and to words which sound similar in both languages.

Using English

Of course, any teacher may need to resort to English at times. When this happens, try to signal the change in advance, e.g.: "Maintenant, je vais parler anglais, d'accord ?", so that the changeover is controlled and explicit. Learners will have this difficulty too, so teach them to ask permission to resort to use of English: "Je peux parler anglais ?" You can then do it too.

Problem solving: learning to cope with language difficulties

It is important, quite early on in the process, to teach the learners how to address their linguistic problems without resorting to English. The necessary phrases need not be introduced all at once; they should be introduced as the need arises, and then used whenever required.

Note the difference in purpose between situations a and b in these examples:

- **a.** When the teacher holds up a flashcard and says, "What is this?" the question is not a genuine request for information. It really means: "I want to know if you have learned this point. Prove it by telling me what this is." The learner, of course, understands that the question is really a test, and responds accordingly.
- **b.** In the course of a game, one learner may ask another to guess what card s/he is holding, by asking the same question: "What is this?" The purpose is different, however; if the guess is right, the respondent takes the card and wins a point. If the guess is wrong, someone else will provide the right answer; there is no sense of failure and the learner's confidence is not assailed. S/He will hope to get it right next time.

Make learning active**Use multisensory approaches**

Some learners learn best through visual approaches; others through auditory approaches; yet others through a combination of the two. Many learners enjoy work which involves an active, physical response and learn well where such methods are employed.

Using French for everyday situations as they arise ticks all these boxes. Learners are already engaged in the situation, so it makes sense for them to also be engaged in the language.

For learners who have difficulty with abstract concepts, or who are confused by imaginary situations, using the language 'for real' helps to remove some of the problems that they experience with foreign language learning.

Learners of all abilities sometimes struggle with the challenges to their self-esteem posed by demands to use a language that is alien to them in the early stages. Some find it difficult to accept the loss of autonomy and control. Anxiety can be reduced by providing opportunities in which language can be used actively, become familiar, and result in perceptible outcomes. Evidence of regular small successes allows self-esteem to be safeguarded and enhanced. Contrary to the

impression learners sometimes like to give, they love hearing themselves speaking successfully in a foreign language. Using small chunks of language frequently provides opportunities for effective use of language – and opportunities for praising learners who may struggle to succeed with more formal work.

Give plenty of praise, for effort as well as for achievement, and be sure to express your approval through your body language and eye contact as well as through speech. The foreign language can be used just as effectively as English provided the message is clear. The praise cards and badges included in this resource may be particularly effective with learners who require frequent reassurance that their efforts are appreciated.

Use games to boost motivation and consolidate learning

One of the most rewarding things about foreign language learning is that almost any type of activity can contribute to language learning (even boring daily routine!) provided it is carried out in the target language. It makes sense, therefore, to choose activities which learners naturally enjoy, thus enhancing their motivation to use the language. Teachers will already be aware of the potential advantages of using games to enhance learning.

Some teachers use games or game-like activities as rewards at the end of a lesson in which learners have worked well. The content of the games may sometimes relate to the earlier lesson or work, but often, when used in this way, it does not. Games can be much more than this.

If linked to current curriculum content – whether formal or informal – games can provide much needed repetition and consolidation of vocabulary and grammar, an opportunity to practise and recall prior learning, and a challenging yet non-threatening environment. And by setting the content of games in the context of interpersonal communication, language can still be viewed as active and purposeful. The suggestions in the games section aim to show how, by continuing to speak to each other in French, learners can interact in a way which is motivating and meaningful to them, while at the same time consolidating new vocabulary and grammar, and practising transferable language learning skills such as memorisation, retention and recall.

In the context of developing use of the target language, games and game-like activities have an additional potential: they not only create opportunities for learners to consolidate whatever vocabulary and language structures are the focus of the lesson, they also create opportunities for learners to communicate spontaneously with each other in the target language in

the course of setting up and playing the game. Perhaps we should think of it as the social context in which games are played.

This may be a new approach for learners and teachers, so it is worth noting that learners (and classroom assistants) will need to understand what is expected of them, and why. The 'social language' for game playing will need to be explicitly taught. Learners themselves may well have some useful suggestions. Once learned, the social language can be reused in many other contexts.

Above all, although the game itself may be considered as 'practice language', the challenge will be real, and the language learners use with each other in the course of playing the game will allow them to express genuine feelings and opinions.

How do I know they are getting it right?

By the time a game starts, the teaching should be over; the game is the consolidation phase. First, introduce the vocabulary and structures learners will need to be familiar with. Keep new material to a minimum. Provide whatever support is needed for them to get it right. For example:

Tell learners why they are playing this game. Explain what they should be able to do better and more easily as a result of playing it.

- Revise previously learned material and remind the class of its use in the context of this game.
- Rehearse any common structures to ensure understanding and familiarity.
- Demonstrate the game; do a practice run with the whole class.
- Provide a whole-class checklist on the board, or a group checklist on paper, so that learners have something to consult when in doubt (it's a game, not a test).
- Appoint a 'verifier' in each group whose job it is to check that the group has all the information it needs; to consult the checklist when someone gets stuck; to call the teacher for help if necessary.
- Go round and listen unobtrusively, taking note of any points that need further explanation. If necessary, join in to help a particular group. If there is an obvious problem, stop the game, explain why you are stopping it, revise the point, re-start the game.

Activate the formal curriculum

If your project is developing well, you will want the principles you have established to carry over into the formal curriculum. By 'formal curriculum' we mean the

list of topics and language prescribed for your programme of work. It would be ironic if learners and teacher stopped using French to communicate with each other just at the point where you begin to do prescribed work. The Units include some ideas and examples which should help you to maintain the momentum.

Once you have decided what area to tackle next, get the learners to draw up lists of the language that will be needed. Show them how these can be grouped together according to the language patterns they use (e.g. a lesson on asking permission - je peux + infinitive). Then introduce a few examples at a time, modelling and drilling them well and making sure that all learners are able to match language and situation. If they can do that, there is no risk of them getting lost; the situation will be the trigger for the language. Once you can see that learners are familiar with the pattern and examples you are currently learning, make it clear that you will expect them to respond in future.

You may want to teach some of the problem-solving phrases here too, so that learners know how to ask for repetition, clarification, etc. without resorting to English.

Organising activities

As you begin to think about the 'set' work the class will be engaging with, remember to prepare them for the instructions you will need to give. In the French class, many activities will involve giving instructions for listening, speaking, reading, writing and other activities, but you may want to use them for other activities too. It will also help to maintain the 'using the language for practical purposes' ideal if you encourage the learners to continue using French to speak to each other while they are engaged in the formal activities, particularly if you set them to work in groups. Of course, a lot of the language they have learned already will be useful here too, but we have included a few additional suggestions that might be particularly relevant in this context.

Make it clear to learners that learning to organise their activities in French is just as important as the activities themselves. You might want to include this as a developing skill for inclusion in your recording and assessment procedures.

Topic work

Many textbooks are organised around topics which suggest groupings of words and phrases that focus on a particular area of experience; for example Body and health, Food and drink; Sports; etc. Efforts are made to enliven these topics either by focusing on aspects likely to be of interest to, or at least within the experience of

young learners, or by preparing them for situations they may encounter if they visit a French speaking country (Au Café, for example, or Chez le Médecin). From the learners' point of view, however, there are problems with both of these approaches.

Where formal activities centre on 'talking about yourself', learners can find it boring, especially if they are asked to rehearse certain topics over and over again. There is also a danger of embarrassing learners by asking them to expose aspects of their personal lives which they would rather keep to themselves, or which may expose them to risk of ridicule. Boredom, embarrassment and ridicule are not experiences we would wish language learning to be associated with – but unfortunately it can happen.

Where formal activities centre on experiences abroad there is less chance of alienating those learners who do not wish to talk about themselves, but we need to beware of making our subject seem irrelevant to learners who may, at present at least, have no expectation of or desire for foreign travel.

If, in the informal curriculum, learners are accustomed to using French in order to have purposeful conversations with each other and with the teacher, then topic work takes on a different role. Instead of being the be-all and end-all of language learning, they become one of the sources of new language that can be adopted/adapted and used immediately. **We suggest that this focus on the immediacy and usefulness of language should be a constant feature of new learning.** Encourage learners to consider, together if possible: How can I use this now? If I can't use it as it is, how could I change it to say something I want to say? If the topic really doesn't lend itself to these reflections, perhaps an alternative aspect of the topic could be studied instead? The new curriculum orders do allow more flexibility in this regard. Consulting learners can help us to exploit that new flexibility and thereby, hopefully, improve motivation.

In the examples that follow we try to show how topic work can enhance the informal curriculum we have been advocating. The converse holds true too: situations encountered daily in the classroom as part of the informal curriculum will find expression and extension within formal activities too. Thus the two aspects of the curriculum can provide enlightenment and stimulation for one another.

Vocabulary building

Avoid teaching lists of nouns just for the sake of building vocabulary. Select them as examples that can be used to exemplify patterns of language that have a purpose and can be used frequently.

For example: Holding up a sequence of flashcards or objects and asking what the French word for each is presents the class with a test. “Qu'est-ce que c'est ?” is not a real question; the teacher already knows the answer. Try to embed the nouns within structures that have a purpose and will be useful; like “Je peux avoir... ?”, “Je n'ai pas de...” In other words, create a hub around which alternative nouns become purposeful statements or questions.

Similarly, it is useful to draw attention to various ways of indicating the gender of nouns. Don't always use un/une or le/la; use mon/ma as well, and practise with these too. This helps learners to develop 'a feeling' for the correct gender. They may not remember if “gomme” is masculine or feminine, but they may be able to tell you that “J'ai perdu ma gomme” sounds 'right', whereas “J'ai perdu mon gomme” does not.

The more personalised and spontaneous learners' use of the foreign language becomes, the more relevant the vocabulary they will become familiar with. There comes a point within certain topics, however, where we want them to begin building a more formalised vocabulary. There is a danger, however, that learning lists of vocabulary will come to be seen as a chore, especially if the relevance of what is to be learned is not immediately obvious.

We suggest, therefore, that, whenever possible, vocabulary-building tasks are embedded within participatory games, conducted in French, so that, as far as learners are concerned, the familiar linguistic context of learning becomes as important as the new learning itself. Resources to support these 'gaming contexts' and examples of typical 'sets' of vocabulary are provided.

Teaching grammar

Not so long ago, any Book One textbook you picked up in a language classroom began with the present tense. It would be some considerable time before learners were expected to be able to handle ideas in the past or the future. Developing spontaneous use of the target language for real purposes will entail teaching at a relatively early stage items of language that would once have been taught much later. This should not be a problem. As with so many aspects of spontaneous-language development, disadvantage can be turned to advantage.

Of their nature, language items required for frequent use in the classroom will be learned for a specific purpose, and frequently practised. There is no need at the point where you teach “J'ai perdu mon crayon”, for example, to teach all the complexities of the perfect tense. But by the time you **do** come to teach formal grammar points

you will have a number of familiar examples to draw on. More importantly, learners will already have absorbed the **rhythm** of complex structures and have acquired a feeling for what sounds right. This will make the task of internalising complex grammatical structures far less daunting. (See below for a selection of language items that might be learned and used quite early on in this process. It is interesting to see how many of them involve the use of the perfect tense.)

At later stages, make it standard practice, whenever you teach a new point of grammar, to ask the learners to provide **practical** examples, first by recalling items from their existing language repertoire, then by suggesting further everyday situations in which the structure could be used. In other words, let them work out how to **apply** the theoretical points you have been making. This also provides a good incentive for broadening vocabulary. If they don't know the necessary words, provide them, or show learners how to find out, note them down, and then use them. This process provides good opportunities for constructive group work, for stretching able learners and for reinforcing the language structures you have been teaching.

For instance, when teaching the perfect tense, make sure the associated activities include examples that can be immediately added to a student's store of useable language items. Frequent use of these in real life contexts will enhance learning and motivation. **See below, some examples of useful phrases, arranged in grammatical groupings.**

Examples of useful phrases in grammatical groupings

So, in order to prepare for teaching examples of textbook or examination language, you could use the following examples of classroom language.

Situation: No homework done

J'ai oublié mes devoirs.
 J'ai laissé mes devoirs à la maison.
 J'ai dû aller chez ma grand-mère.
 J'ai dû m'occuper de mon petit frère.
 Je n'ai pas fait mes devoirs.
 Je n'ai rien compris.
 Je n'ai pas eu le temps.
 Mon cahier est tombé dans une flaque d'eau.
 Le chien l'a mangé.
 Je l'ai laissé dans le bus.
 Il y avait trop de bruit à la maison.
 J'étais malade.
 J'avais trop de devoirs en maths.

The list will be different, of course, for any given class of learners, but it demonstrates the value of providing early examples of complex structures that have a genuine communicative purpose. Some examples of grammatical structures are included in the Unit Notes.

Other examples:

Être present tense

Textbook context: personal description
Classroom context: reasons for absence
Il/Elle est absent(e)/en retard parce qu'...

Il/Elle est chez le dentiste.
Il/Elle est chez le directeur.
Il/Elle est à la chorale.
Il/Elle est à la répétition.
Il/Elle est à sa leçon de musique.
Il/Elle est à son cours de lecture.
Il/Elle est en voyage scolaire.
Il/Elle est en France.
Il/Elle est malade.
Il/Elle joue un match de foot.
Il/Elle a un examen.

Imperfect tense:

Textbook context: where you used to live
Classroom context: reasons for absence
J'étais absent(e)/en retard parce que...

J'étais chez le dentiste.
J'étais chez le directeur.
J'étais à la chorale.
J'étais à la répétition.
J'étais à ma leçon de musique.
J'étais à mon cours de lecture.
J'étais en voyage scolaire.
J'étais en France.
J'étais malade.
Je jouais au foot.
Je jouais un match de foot.
J'avais un examen.
Je passais un examen.
Nous étions à la répétition.

Perfect tense:

Textbook context: travel, holidays
Classroom context: work, no pen

J'ai fini.
J'ai oublié mes devoirs.
J'ai perdu mon stylo.

Perfect tense: J'ai dû

Textbook context: tidy my room
Classroom context: reasons for absence, no homework

J'ai dû aller à une réunion.
J'ai dû aller chez ma grand-mère.
J'ai dû m'occuper de mon petit frère.

The near future:

Textbook context: sport
Classroom context: activities

Qu'est-ce qu'on va faire aujourd'hui ?
On va faire un quiz ?

Reflexives:

Textbook context: daily routines, relationships
Classroom context: various

Je me lave les mains ?
Je peux me laver les mains ?
Je m'occupe de l'ordinateur ?
Comment ça s'écrit ?
Je me suis trompé(e).
Je me suis fait mal à...
Elle s'est foulé la cheville.

Negatives

Textbook context: comparing French/UK schools, problems in home town
Classroom context: classroom items, explanations, protesting

Je n'ai pas de crayon.
Je ne trouve pas mon stylo.
Je ne comprends pas.
Il n'y a plus de colle.
Je n'ai pas entendu.
Je n'ai pas fini.
Je n'ai rien fait.
Je ne faisais rien.

Adjectives:

Textbook context: looks, personality, houses
Classroom context: various

cassé(e)(s)
absent(e)(s)
fermé(e)(s) à clé
mouillé(e)(s)

Possessive pronouns:

Textbook context: family, pets

Classroom context: various

J'ai oublié mon cahier.

Je ne trouve pas mon classeur.

Elle est à sa leçon de musique.

Vous avez corrigé nos cahiers ?

Prepositions of direction:

Textbook context: round the town

Classroom context: round the school

Je peux aller à l'infirmerie ?

Je peux aller aux toilettes ?

Est-ce qu'on va à la salle d'ordinateurs aujourd'hui ?

Direct object pronouns with perfect tense:

Textbook context: pocket money

Classroom context: various

Je l'ai perdu(e).

Je l'ai oublié(e).

Je l'ai oublié(e) en maths.

Je l'ai oublié(e) à la maison.

Je l'ai déjà fait(e)... Regardez !

Je l'ai prêté(e) à Michel.

Michel l'a pris(e).

You may like also to 'dissect' or 'unpack'
individual classroom language sentences.

Example: **Je peux aller aux toilettes ?**

- draw attention to the cognate
Je peux aller aux **toilettes** ?
- compare the pronunciation - toilet
- draw attention to the punctuation
Je peux aller aux toilettes ?
- draw attention to the same sounds
Je peux aller aux toilettes ?
- draw attention to silent letters
Je peux aller **aux** toilettes ?
- draw attention to the noun
Je peux aller aux **toilettes** ?
- draw attention to the plural
Je peux aller aux **toilettes** ?
- draw attention to the pronoun
Je peux aller aux toilettes ?
- draw attention to the verbs
Je **peux aller** aux toilettes ?
- draw attention to the infinitive
Je peux **aller** aux toilettes ?

Teaching

Each Unit contains sets of pictures for use with learners, and notes for the teacher that include suggestions for language that might be useful in the situations illustrated. Further language-rich situations can of course be added as required, perhaps using pictures cut out or drawn by learners.

The language lists which are provided in this book are not intended for the learners; they are provided as support for the teacher who will select resources to suit the class and the situation.

Where language items new to the teacher are needed, s/he can use the opportunity to point out that 'we are all learners' and that this need creates a new learning opportunity for you all. Discuss how you might go about finding out 'how to say it in French', and allow individual learners to take responsibility for finding out. Use language assistants, dictionaries, the Internet, international links – anything you can think of. Be sure to express your appreciation of the new information and demonstrate that you value it by teaching it to the class and then expecting that it will be used.

Limitations

Using everyday situations as the stimulus for creative language work means that individual teachers and learners will generate many more situations than can possibly be imagined or provided for.

Although the aim of this collection will be to encourage learners and their teachers to make more use of French in their communications with each other, in practice the materials cannot provide support for every situation that might arise. They provide support for a limited number of predictable examples. It will be up to teachers and learners to take these ideas forward and to make them their own.

Memory

No one remembers everything, and some learners will remember very little. Use the visuals, or other ones, to make displays which can serve as prompts or semi-permanent points of reference. Add captions or speech bubbles. Providing easy access to these prompts will boost confidence and ensure that the items become an integral part of every class.

Starting points

The situations illustrated will be familiar to most teachers and learners. These examples should be treated as starting points for further discussion about variations that would be needed by the specific class

which is engaged in the learning. A sort of 'personalisation', if you like, but one that focuses on the learning needs of a class as well as on the personal needs of individuals within it.

Introducing new language

In addition to teaching new items as they occur, when teaching groups of items, don't try to introduce too much at once. Five or six new items are usually enough for learners to cope with at a time.

Have it clear in your mind before you start how you are going to ask pupils to use the items you are about to teach. Teach the items in the form in which they will need to use them. For example, instead of teaching a list of items found in a classroom, with each word preceded by the French word for 'the', you could choose only those items which pupils might need to ask for, and situate the vocabulary within a suitable linguistic context, e.g.: Please can I have a... / Can I borrow your... / I've lost my... You would therefore introduce the nouns preceded by the appropriate French word for my, your, their, etc., according to the context in which you are intending pupils to use them. Aim to bring to the service of learning as many of the senses as possible. Here is an outline of a possible sequence:

• 1. Visual

Using flashcards, whiteboard, or real items, show pupils the set of visuals/objects you are about to use. Tell them, in French if possible, what they are going to learn and also, perhaps, what they will be able to do when they have learned it. (Appropriate phrases are suggested for each situation.)

• 2. Visual/aural

a) Show the first picture or item, point to it and say the word or phrase you want the pupils to learn, slowly, clearly, several times. Be careful, right from the beginning, to introduce the item in the form in which the pupils will need to use it for the first activity you have in mind. A noun, for example, might be preceded by *le/la*, *un/une*, or *mon/ma*, etc. Ask pupils to point to the pictures, or to go to the picture, as they practise saying the associated words.

b) Before progressing too far, check that pupils are understanding and remembering the new language. Go over the items again but in a different order. Ask pupils to give a physical response which will indicate that they have understood. They could write down the numbers of associated pictures; they could point to them; they could raise their hands when they hear a specific item, etc.

• 3. Visual/aural/oral

Ask the pupils to repeat after you, all together. Do not ask individual pupils at this stage; confidence needs to be built up first. Some classes may need a chance to "try it out in your head" or to try mouthing the word/phrase silently before being asked to say it out loud, even in chorus. Give lots of opportunities to repeat after you, using a wide and varied range of activities. Ignore pupils who are initially reluctant, though you may wish to acknowledge their effort with a nod and a smile when you see they are joining in.

• 4. Visual/aural/textual/oral

When you feel the pupils are sufficiently confident of the sound, reveal the textual form of the word or phrase, saying it again as you do so, and asking them again to repeat. Make sure that the textual form reflects the form in which you have chosen to introduce the item (with *the*, *a*, *my*, or whatever). Repeat as often as necessary to make it clear that you are saying exactly the same, whether you show them the picture or the text. Ask them to repeat after you, showing them sometimes the text, sometimes the picture.

NOTE: Opinions vary regarding the best time to introduce the written form of the language. There is no doubt that some learners, particularly those with poor auditory discrimination or poor memory for sounds, do benefit from an early association of sound and written forms. Provided the safeguards described are in place, there seems little reason to deny some learners the support they need. Teachers are best placed to judge what suits their learners best.

• 5. Repeat

Repeat the above process. Review the items introduced so far. If you think they are ready for it, you can indicate to the class that they can speak first, using the visual then the text as a trigger. This time, you repeat after them, so that those who were unsure, or wrong, have another chance to hear the correct utterance modelled by you.

Do not draw attention to mistakes; just make sure the correct utterance is heard again. If there are a number of mistakes, repeat steps 1-4 again with the original group of items. If the class is responding confidently, move on to the next group of items and use steps 1-4 with them. When you reach step 5, include all the items covered up to that point.

Practice and consolidation of new material

Teachers sometimes complain that pupils are reluctant to speak in the foreign language. This lack of confidence can often be attributed to insufficient familiarity with recently introduced language or to the learner's failure to recall earlier learning. Where pupils have sufficient recent exposure to the language elements they need to use, they are usually keen to demonstrate what they have learned. Provide plenty of opportunity to practise, but make clear to learners that practice activities are just that (practice). They will subsequently be expected to use what they are learning when the situation you are preparing for actually arises.

Games and game-like activities, with their built-in element of randomness and unpredictability, provide a way of ensuring sufficient practice without the risk of losing the pupils' interest. The cartoon visuals in this book, combined with dice, spinners and counters, can be used to present and practise new language. Below are some ideas for using pages of visuals as game boards for a sequence of activities which should ensure that pupils have sufficient command of the language to feel confident enough to use the language for real when the occasion arises.

Using visuals as game boards

- **1.** Provide counters and enough sheets for each pupil to see comfortably, or use an IWB copy. Each pupil in a group should have counters of a different colour.
 - a. Invite a volunteer to point to a picture, or say its number, and say the associated word or phrase. If correct, a counter is laid on the picture. If not, another pupil may provide the answer. Continue until all pictures have been covered.
 - b. Call out picture numbers at random, inviting volunteers to provide the associated word or phrase.
 - c. Ask for a volunteer to provide as many answers as s/he can. Score correct answers.
 - d. Ask for a volunteer to start at picture 1 and see how far s/he can get without making a mistake.

- **2.** Pupils now undertake the same activities in small groups, using a single 'board'.

- **3.** Introduce dice or spinners with numbers corresponding to the number of pictures on the board.

Pupils take turns to throw the dice and say the relevant word or phrase. It is an easy move from here to games like 'Three in a Row' (like noughts and crosses), or a race from picture one to the last numbered picture (snakes and ladders style).

- **4.** You could then cut up photocopied sheets to make sets of 'cards', thus opening up a whole new range of games, all with the same materials, all providing more opportunities for consolidation, checking how much you know, and revision.

While pupils are engaged in these activities, the teacher can observe and listen, join in or help out where necessary, and note which points, if any, need further work before the class proceeds to the next stage.

Using the language for real

Once pupils are familiar with the new language and confident about using it, creative work can start: transferring what has been learned into new situations in which the pupils can begin to decide for themselves what they need to say.

Revision

Some classes will pick up new language very quickly, especially if there are frequent opportunities for using it. If you aim from the start to equip learners for dealing with everyday situations, there will be regular opportunities for revision and reinforcement. Only when pupils feel confident of success will they venture to use the language for themselves. Experience of success will eventually encourage risk-taking and creative use of language. What demotivates language learners faster than anything else is the fear of publicly making a mistake, so do all you can to make failure impossible. The next section will suggest ways of doing that.

Planning a lesson

Pre-teaching stage

Teacher preparation.

Researching unfamiliar vocabulary; checking pronunciation; sourcing learning materials, etc.

Stage 1. Agree a starting point

Together with learners, identify a classroom situation that occurs frequently (daily?) and which is currently handled in English.

(mainly L1)

Stage 2. Model

Teach learners how to deal with the situation, and variations of it, in the target language.

Demonstrate the language learners will hear, respond to, or use. Repeat after me, etc.

Sort out any problems.

Set up support systems (provide notes, etc.) (mainly L2, with L1 if necessary)

Stage 3. Rehearse

Practise new language in groups, using games and activities, etc. Sort out any problems that arise.

Practise until everyone is comfortable with the new language and structures. (mainly L2)

Stage 4. Use

Thereafter, teachers and learners are expected to use L2 whenever this situation arises.

Monitor carefully, especially in the early stages of the project. Use praise, target, rewards, etc. as needed.

(L2)

Stage 5. Review

After a suitable period of time, review and as necessary revise, correct, extend, consider other uses for the same structures.

Consider possible next steps. Discuss progress with individuals. (L1 in the early stages, later L2)

Keep repeating the cycle, treating the process as a joint enterprise between teacher and learners which aims to effect a gradual elimination of English.

Note that this approach can be used with any language, at any level, and regardless of the programme of work you are using or the composition of the class.

NOTE: L1 = mother tongue (English); L2 = foreign language or 'target' language, (French)

Planning and progression

Where to begin?

Begin by talking to your class – in English!

Experience has shown the importance of having everyone willingly on board the same ship before you sail off towards the new dawn of target language use that is advocated here. (This includes French assistants and anyone else in the classroom too!)

Why are you going to make using French together one of the important goals for this class?

What will be expected of them, and what will they get out of it?

How are you going to set about it?

They all need to know what to expect, and why, and they need reassurance that this new goal will be one that you will all work towards together, progressively, perhaps over many years. Share your plans and invite ideas. Make them partners in the project.

Make a plan

Decide, before you start, what your intermediate goals are. Don't be too ambitious at first. Better to introduce one situation at a time and spend plenty of time encouraging learners to use the new language until they are familiar with it and it becomes second nature.

Set targets

- Challenge your learners, but make sure that targets are suitable and achievable. Even small challenges, like 'Can you think of two more examples?' can prove motivating.
- Praise any and all examples of learners responding to or initiating language, even if it is not yet perfect.
- Play 'keepie-uppie'; see how long you can all keep going before you have to use English.
- Create score cards to be filled in at the end of the class.
- Add 'personal use of language' to report cards, so that credit is given for taking the initiative.

Supporting learning

Spoken language is ephemeral; it has an unhelpful tendency to go in one ear and out the other. Any means that can be found to pin it down for closer examination

makes it easier to understand, to visualise, to commit to memory and, later, to recall and use.

Wall posters, scrap books, picture dictionaries, learning mats, menu cards, reference cards, etc. can provide the necessary recording mechanism. Choose one or two procedures that suit you and your learners and use them consistently. Pictures, speech bubbles or posters can be used as 'anchors' to record key vocabulary and structures pertaining to current work. Try to choose a system of support for learners that will allow easy access for learners and that can be stored and used for revision at a later stage.

See below for some ideas. Whatever mechanism you choose, make sure learners understand that it is a 'prop' to be used as long as it is needed, but that the ultimate aim is for it not to be needed, because the items covered will be used frequently and will eventually become second nature.

Aide mémoire

Giving learners time, materials and instruction for making a personal Aide Mémoire (or 'Talking Book') is a strategy that has been used to good effect. Learners are given an extra workbook to use to compile their own personal language reference book. Their first task is to number the pages (counting aloud in the target language as they go) and then to construct what will become the index on the first few pages of the book; one line per page. Each double page spread thereafter is divided into (left) the 'official' page of vocabulary or structures they need to learn to cope with a given situation (copied from the board, or pasted as A5 handouts) and (right) personalised examples and additional personal vocabulary related to their own experience of the situation being covered. If you can start this process early, the personal reference book will grow gradually, matching the growing skills of the learners. This allows them to see clearly the progress they are making, and can be used as part of your assessment/target setting regime. It also allows slow learners the means to re-visit work done, and gives more able learners an opportunity to extend and personalise their store of language.

If neatly kept, such notebooks can become valued possessions. We even heard of a teacher who used his old Aide Mémoire to teach his first Primary French class!

Scrap book

If you have a class where keeping track of work is likely to be a problem, begin a class scrap book that can be added to during each unit of work, perhaps using pictures and speech bubbles. This can serve as a record of work done, a source of support during the unit and a source of revision later. A pictorial dictionary can be updated by learners who finish their work quickly, and can be used by others for reference. Pairs of learners can use it to test each other to see how much they remember.

Recording achievement, progress & transition

In the longer term, it will be important for learners' achievements in the use of spontaneous classroom language to be acknowledged, used and built upon by subsequent teachers. This presupposes that recording of progress in this sphere will be as carefully prepared and conducted as achievements in areas of the formal curriculum.

Maintaining accurate records can be time-consuming, but learners can help with the process by keeping their classroom language notes in an orderly fashion. If you can provide learners with substantial notebooks that they can personalise and carry with them from year to year, you will be creating for them a resource which will be of immense benefit to themselves and their teachers in years to come.

You may also wish to keep 'transition copies' of any materials that you use with the learners, so that the file can be passed on to the next teacher. This will be especially important when learners are moving on to another school.

Spoken language in particular, as we have said, is ephemeral. By capturing evidence of progression, and by involving learners in maintaining their own records, you will make them aware of the progress they are making year on year and underline the importance of their own contributions to the process.

Assessment, self assessment, and recording

One of the problems with developing use of the target language has been the question of status. Though always acknowledged to be an important feature of language learning, credit for the skills it requires has

rarely been accorded. Marks are awarded for formal activities (talking, listening, reading, writing, role play, etc.) but not for informal/spontaneous use of language. Whether or not the course you are following requires it, it will always help if you yourself can find ways to raise the status of these skills.

You can do this in a number of ways. Here are some suggestions:

- Talk to learners about the importance of developing these skills, particularly in a linguistic climate that is sadly unfavourable to foreign language learning. Point out that by becoming confident about using French in an informal setting, pupils are provided with valuable skills they can transfer to other settings.
- Set targets. Target setting can be a powerful motivator; use it to set challenges in informal as well as formal settings. You can use target setting in conjunction with systems for charting progress (class and individual).
- Offering praise, rewards, incentives, etc. demonstrates how important you consider these skills to be.
- Make sure that you have systems in place for recording the language pupils are beginning to use on a daily basis. This helps to consolidate learning and provides a ready source of reference when memories fail (as they will).
- By assessing progress and recording individual achievements, using the target language is accorded your 'official' recognition.
- Involve learners in monitoring their own progress, perhaps by using the 'traffic lights' system, or other self assessment techniques.

Assessment and recording can be thought of in a teaching context too. In the longer term, it will be important for learners' achievements in the use of spontaneous classroom language to be acknowledged, used and built upon by subsequent teachers. This presupposes that recording of progress in this sphere will be as carefully planned and carried out as achievements in areas of the formal curriculum.

1 Right from the start

Once you've decided to develop the Target Language project as we've suggested in the Introduction, and before you even talk to your class about it, we suggest you take the following steps to prepare the ground. For several days beforehand, listen carefully to what the pupils say to you, both as they enter the room and settle, and then in the course of the lesson. Make notes. After a few days you will be able to see recurrent patterns emerging which will give you a good idea of those items that will engage your learners right from the time they enter the classroom, and those needed in the course of the lesson. If you are not an experienced linguist, this will also give you a chance to prepare yourself for the range of new vocabulary that is likely to be required.

In this first Unit, we cover some of the situations that we have found to emerge from the exercise described above. You may find that there are other Units later in this book that will be of assistance to you here.

Suggested language:

- | | |
|-----------------------------------|---|
| 1. Can I go to the toilet? | • 1. Je peux aller aux toilettes ? |
| 2. Can I go to my music lesson? | • 2. Je peux aller à ma leçon de musique ? |
| 3. Can I change seats? | • 3. Je peux changer de place ? |
| 4. What are we doing today? | • 4. Qu'est-ce qu'on va faire aujourd'hui ? |
| 5. I left my pen in Maths. | • 5. J'ai laissé mon stylo en maths. |
| 6. Could you sign my report card? | • 6. Vous pourriez signer mon bulletin scolaire ? |

Notes

Use a few of the pictures from the next page to start a discussion with your class. Are these some of the things they say as they come in? Are any of them out of place and could be discarded? Are there any missing? What else could be added? Which are used most frequently? Point out that if these are things they want to say anyway, why not learn to say them in French. Ask if there are any they could already say in French. If not, let's choose one or two examples to work on. Whether you decide to use some of the suggested examples, or some of your own, make sure that the class agrees with the point about frequency of use leading to mastery, and also with the need to make sure that they are familiar with the correct form and pronunciation of any items of language they are going to introduce into their routines. This in turn will lead to an appreciation of the fact that practice is needed at the outset if confidence is to be built up and eventual usage is to be correct.

Your natural teaching skills will let you observe how quickly the new material is being absorbed and how much practice is needed before mastery is achieved. One way of assessing if that point is reached is to instigate a role play in which learners recreate entry to the classroom, making use of as many as possible of the phrases they have learned. Ask them to report back on which phrases they learned and how they felt it went. Do they feel confident they can do it every day? You may need to point out to them that 'a little and often' is a better strategy than 'all at once', and suggest a programme for phasing in the items they want to be able to include.

Once learners feel they have reached this point, stop practising and create the conditions for encouraging genuine use in real situations from that time onwards.

Grammar

Some learners might like to be aware that the phrases they are learning so thoroughly contain important grammatical structures that will make learning easier for them at later stages.

1. Right from the start

| | | |
|-----------|-----------|-----------|
| <p>1</p> | <p>2</p> | <p>3</p> |
| <p>4</p> | <p>5</p> | <p>6</p> |
| <p>7</p> | <p>8</p> | <p>9</p> |
| <p>10</p> | <p>11</p> | <p>12</p> |

2a Greetings I

Greeting each other at the door of the classroom is often the place where people choose to start. “Bonjour tout le monde !” “Bonjour monsieur/madame/mademoiselle” are sometimes the first things to be taught to a new class. We have included this stage in the notes, but with the resources in this Unit we want to focus on a slightly earlier point, where learners greet each other outside the classroom. Emphasising this interaction now will help to establish pupil-pupil interaction as a common feature of foreign language learning.

Suggested language:

- | | |
|-----------------------------------|--|
| 1. Hello, good morning, hi. | • 1. Bonjour, salut. |
| 2. How are you? | • 2. Ça va ? |
| 3. (Yes), fine, good, (thanks) | • 3. (Oui,) ça va, ça va bien, (merci). |
| 4. OK. | • 4. Comme ci comme ça, pas trop mal. |
| 5. Not good! | • 5. Ça ne va pas ! |
| 6. And you? | • 6. Et toi ? |

Note that alternatives are given for some items. Choose which you want pupils to learn. You may wish to add further possibilities of your own.

Suggested Activities

Please refer to the introductory notes and Familiar Games Formats for suggestions for presentation, practice, activities and games.

Notes

Introducing new language

Greetings: Greet the pupils individually as they enter. Do not insist on responses, and ignore remarks in the mother tongue, but acknowledge by gesture any efforts which are made to respond in French. (See Unit on Praising.) Tell pupils to sit down quietly, using words and gestures. When all are seated, greet everyone, using an inclusive gesture to make the meaning clear. If some pupils are already responding correctly, greet them again, using their answers to demonstrate the answer you expect. Others will gain confidence and join in.

How are you?

Once the greetings have been understood and the pupils can use them confidently, the conversation can be extended.

Using new language in meaningful contexts

As soon as possible, pupils should be encouraged to apply the language items they have used for greeting their teacher, their classmates and perhaps any other adults who are willing to cooperate. Practising the language items should not be carried on longer than necessary; move quickly to using them for real.

2a. Greetings (I)



2b Greetings II

The set of pictures on this page can be printed and cut out to make a mix and match task / matching pairs game that can be used to familiarise learners with the written forms of the words they are speaking.







Suggested language:

- | | |
|-----------------------------------|--|
| 1. Hello, good morning, hi. | • 1. Bonjour, salut. |
| 2. How are you? | • 2. Ça va ? |
| 3. (Yes), fine, good, (thanks) | • 3. (Oui,) ça va, ça va bien, (merci). |
| 4. OK. | • 4. Comme ci comme ça, pas trop mal. |
| 5. Not good! | • 5. Ça ne va pas ! |
| 6. And you? | • 6. Et toi ? |

Suggested Activities

Please refer to the introductory notes and Familiar Games Formats for suggestions for presentation, practice, activities and games.

2b. Greetings (II)

| | | |
|---|---|---|
| <p>1</p>  | <p>2</p>  | <p>3</p>  |
| <p>4</p>  | <p>5</p>  | <p>6</p>  |
| <p>7</p> <p>Bonjour !</p> | <p>8</p> <p>Ça va ?</p> | <p>9</p> <p>Ça va bien !</p> |
| <p>10</p> <p>Comme si comme ça.</p> | <p>11</p> <p>Ça ne va pas !</p> | <p>12</p> <p>Et toi ?</p> |